DOCUMENT RESUME

ED 335 667 CS 010 694

AUTHOR Wyatt, Patricia B.
TITLE Improving Reading Comprehension in Grade 3 Using Whole Language Activities and the Computer.
PUB DATE 91
NOTE 53p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Discussion (Teaching Technique); Grade 3; Language Arts; *Microcomputers; Primary Education; *Reading Comprehension; *Reading Instruction; Student Evaluation; *Thinking Skills; *Whole Language Approach; *Word Processing
IDENTIFIERS *Junior Great Books Program

ABSTRACT

A practicum was designed to improve reading comprehension in 50 third-graders over an 8-month period. The practicum's peripheral goal was to improve the efficient use of the microcomputer as a tool to supplement reading comprehension. The program included computer lab experiences to teach keyboarding skills, language arts software use, and the use of a word processing program in combination with the Junior Great Books to promote discussion and interpretive evaluation skills along with other whole language activities. Pre- and post-tests of reading comprehension were administered to the students. In addition, their reading scores on the Comprehensive Testing Program taken during the practicum were compared to their scores in the previous year, and were also compared to the preceding third grade's second and third grade reading test scores. Results indicated that the general objective of the practicum to improve reading comprehension in grade 3 was successfully met. Analysis of the data revealed that the participants met the behavioral expectations. (One table of data is included; 68 references and 6 appendixes--Reading/Language Arts Notes, Reading Log Form, Writer's Great Books Letter to Parents, Students Reading Goal Form, Reading Levels Report Form, and Word Processing Examples--are attached.) (Author/PRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED335667

Improving Reading Comprehension in Grade 3 Using Whole Language Activities and the Computer

by

Patricia B. Wyatt

Cluster #31

A Practicum II Report presented to the
Ed. D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1991

CS010494

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Patricia Wyatt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

JUL 19 1991

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verfier: _____
R. Kirk Walker, Jr., Ph.D.

Headmaster of Ensworth School
Title

Nashville, Tennessee
Address

June 7, 1991
Date

This practicum report was submitted by Patricia B. Wyatt under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved: Wm. W. Anderson
William W. Anderson Ed.D., Advisor

Date of Final Approval of Report July 13, 1991

TABLE OF CONTENTS

TABLE OF CONTENTS iii

ABSTRACT v

Chapter ..... Page

I. INTRODUCTION 1

Description of Community 1
Writer's Work Setting 2
Writer's Role 3

II. STUDY OF THE PROBLEM 5

Problem Description 5
Problem Documentation 5
Causative Analysis 6
Relationship of the Problem to the Literature 8

III. ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS ..11

Goal 11
Behavioral Objectives 11
Measurement of Objectives 11

IV. SOLUTION STRATEGY 13

Discussion and Evaluation of Possible Solutions 13
Description of Selected Solution 14
Report of Action Taken 19

V. RESULTS, CONCLUSIONS AND RECOMMENDATIONS 21

Results 21
Conclusions 26
Recommendations 28
Dessemination 28

REFERENCES 29

APPENDICES.....Page

A. Reading/Language Arts Notes.....36

B. Reading Log Form.....38

C. Writer's Great Books Letter to Parents.....40

D. Student's Reading Goal Form.....42

E. Reading Levels Report Form.....44

F. Wordprocessing Examples 46

TABLES

1. CPT Mean Scores.....22

Abstract

Improving Reading Comprehension in Grade Three Using Whole Language Activities and the Computer. Patricia B. Wyatt, 1991; Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Reading Instruction / Whole Language / Keyboarding / Computer Assisted Instruction / Elementary Education / Computer Aided Learning.

This practicum was designed to improve reading comprehension in third grade. The peripheral goal was to improve the efficient use of the microcomputer as a tool to supplement reading comprehension. The writer-developed program included computer lab experiences to teach keyboarding skills, language arts software use and the use of a wordprocessing program in combination with the Junior Great Books to promote discussion and interpretive evaluation skills along with other whole language activities.

The writer began implementation by administering a pre-test of reading comprehension. Students were also given a post-test of reading comprehension and their reading scores on the Comprehensive Testing Program taken during this time were compared to their scores of the previous school year . Additionally, these results were compared to the preceding third grade's second and third grade reading test scores.

The results of the practicum were positive. Analysis of the data revealed that the participants met the behavioral expectations. The general objective of the practicum to improve reading comprehension in grade three was successfully met.

****

Permission Statement

As a student in the Ed.D. Program in Early and Middle Childhood, I do (✓) do not ( ) give permission to Nova University to distribute copies of this practicum report on request from interested individuals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

6/30/91 (date)

Patricia B. Wyatt (signature)

CHAPTER I

INTRODUCTION

Description of Community

The writer's work setting is a large southern city of over 500,000 people. Its central location in the United States makes it a city where things are happening in banking, insurance, publishing, music, government and the arts. Thinking of the city as the hub of a wheel with a radius of 600 miles, fifty percent of the country's population falls within that hub. Projecting a radius of 1,000 miles, seventy percent of the country's population is included. This location contributed significantly to the city's recent progress and its emergence as an important transportation and distribution center.

The largest industry is publishing. The city is known worldwide as the home of country music. Banking, insurance and investment are major industries and it is the hub for one of the nation's largest airlines. The world's largest automobile glass plant, and the headquarters of the world's largest producer and retailer of wearing apparel and footwear are located here. Among other leading products are aerostructures, chemicals, tires, heating and cooking equipment. The city is known as a medical center with seventeen hospitals, two of which are connected with medical schools. It is the home of sixteen institutions of education and research. Curricula for careers in medicine, dentistry, engineering, management, law, teaching theology, religious work and social service are available in the city's colleges and universities.

The Economic Base of American Cities ranked the city as the eighth most diversified economy out of the top one hundred and one cities in the nation and it has been ranked among the top ten growth markets according to the December 15, 1975 issue of Advertising Age magazine.

Writer's Work Setting

The school is located less than five miles from the center of the city in an affluent residential neighborhood. It was the first private elementary school in the area with no religious affiliation. The school was founded in 1958 by a group of six parents who desired better education for their children. They felt that public schools were overcrowded and their children were not being well educated enough to compete in northeastern boarding schools.

Over its thirty-two year history, the school has maintained a focus on quality education. The student body has evolved from a select, privileged few to include a more diverse four hundred seventy-five students. The financial-aid budget for the 1989-90 school year was $128,000.

The faculty is made-up of forty-four men and women representing Caucasian and Black races from a wide variety of backgrounds in the United States as well as Africa. The school building, a combination of traditional and contemporary design, houses thirty-two classrooms, including two science labs, two art studios, a computer lab and a library with over fourteen thousand volumes. Athletic and recreational facilities include a gymnasium, exercise rooms, three playing fields, a four hundred-meter track, two tennis courts and two playgrounds for younger children.

The student teacher ratio is twelve students to one teacher. From pre-first through fourth grade the children have daily contact with and support from a homeroom teacher in addition to regular contact with five special subject area teachers. The school includes a dress code and definite behavioral expectations and a child unable to meet these expectations is not allowed to remain in school. This, coupled with the sincere interest and respect of the faculty, provides students with the security necessary for creativity to flourish and for the student to develop a good self-image.

Recognizing the increasing intellectual, emotional and social needs of the early adolescent, fifth through eighth grade students move into a departmentalized program. The curriculum challenges students at appropriate levels and prepares them for success in secondary schools. At the same time, the school is dedicated to providing the students with a familiar and caring milieu. A healthy and supportive environment combined with academics, arts and athletics makes the school excellent for the child from five to thirteen years of age.

The Writer's Role

The writer has had thirty years of teaching experience in public and independent schools. Because of her husband's career demands she has taught in four states and three different regions of the country. In the summer of 1965, she taught teachers from Appalachia in a Head Start training program. Her continuing interest in teacher education is expressed through part-time college teaching over the past twelve years. The writer's administrative responsibilities began nineteen years ago with the head of the school. The administrative staff consisted of the headmaster and heads of the three divisions of the school, each division consisting of three grades. For nineteen years the writer was responsible for the first three of nine grades. Of the four administrators, she was the only female. Besides teaching reading to sixty five-year-olds, she was responsible for day-to-day operation of the school for one hundred sixty-five students, working with faculty and parents as well as interviewing prospective parents, supervising the testing and testing applicants for the school (usually between 175-200 per year) and working with forty-four faculty in the area of professional growth. She has implemented numerous in-service workshops and set up a successful summer program for teachers and other adults. Her present responsibilities include consulting in early childhood education, reading and computers.

The writer's educational background includes a bachelor's degree in elementary education and a master's degree in early childhood education. She holds Advanced Certification in Supervision as well as Certification in Administration from the State of Tennessee.

The writer's particular interest in the problems addressed in this practicum arise from an increasing awareness of and interest in computers in her own life and the recognition of the value of computer use to enhance the enjoyment and productivity of professional and personal life. For example, the writer's husband uses computers in his music business for billing and tracking as well as creative use of a MIDI (musical instrument digital interface). Further, this report is prepared, stored, filed and processed on a Macintosh Plus. The writer intends to continue to learn more about computers as part of her increasing expectations that teachers and through the teachers, students will optimize benefits from computer resources.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Simply stated, the overall problem was one shared by many schools across the country. Reading comprehension, after all the final goal of reading instruction, needed improvement. The reading comprehension of the students was not as advanced as their phonic and vocabulary skills. If the problem were solved, the students' reading comprehension would be stronger and more in line with their other reading skills. Briefly stated, nothing in the present curriculum emphasized strengthening of comprehension skills. All fifty students in the third grade participated in the practicum.

Problem Documentation

1. The 1989-90 data for the third grade scores on the Comprehensive Testing Program standardized test (CTP, 1983) disclosed: verbal aptitude percentile scores ranging from 3 to as much as 15 points higher than percentile scores on reading comprehension.
2. The fourth grade 1989-90 scores on the CTP were strikingly similar in profile with the same 3 - 15 point discrepancy between verbal aptitude and reading comprehension percentile scores.
3. Notes taken from the May 10, 1989 language arts evaluation committee meeting indicated increasing comprehension as a goal at each grade level (See Appendix A). In April of 1988 the writer, as Head of the Lower School, in combination with the teachers of pre-first, first, second, third and fourth grades began an evaluation of the language arts program. Four meetings were devoted to discussing the strengths and weaknesses of the present program and looking at

the latest revisions of five major textbook programs. All twelve teachers, including the writer, agreed that the main weakness with the students' reading was the lack of reading comprehension. The strong emphasis of the reading program on phonics and word recognition in separation from meaning, especially in the early grades, detracted from concern for comprehension.

Causative Analysis

Ironically, the writer saw the very success of the reading program in teaching the students the mechanics of reading as a basic cause of the problem. Had students been experiencing failure in the program, evaluation and steps of remediation would have been taken years ago. It was only through the administration's and faculty's efforts of looking at how our program could be even better that the problem came to be recognized.

The lack of administrative emphasis in terms of an "if it isn't broke, don't fix it," approach to curricular change contributed to the failure to identify the problem. Our students are competitive and successful in college placement. Further, our students are good readers as a whole, learn to read at an earlier age than students in most schools and by the end of first grade the majority are reading well above grade level. In the normal course of evaluating the language arts curriculum, this concern was highlighted by the twelve teachers.

Because students were learning to read at such an early age (pre-first grade), it was felt that students needed a phonics based program. Over the nineteen years, 45 students per year began to read in a relaxed, happy atmosphere. Of the almost 900 students in the program, only two students failed to be successful in the program. (The two students were unable to learn recognition of the sounds in order to be successful in the reading program. Both of these students left the school before Christmas of the year they began and were later identified in first and second grade as having learning disabilities. One received special help in a school for students with learning disabilities and has managed to success-

fully complete high school. The other student was kept in a regular public school setting until he dropped out in the 9th grade.) With this high rate of success during the nineteen year period , it is easy to see why the administration felt the language arts program did not need "fixing."

The reading program did not have a whole language base, but had been supplemented by a language experience approach to reading which, in theory, is the forerunner to whole language. This language experience approach was used in the pre-first grade and only gradually filtered into the first and second grades at the encouragement of the writer as Head of the Lower School. As professional journals and articles began to emphasize whole language, the teachers became more interested. The writer was able to arrange with the Headmaster for eight of the twelve teachers to attend the 1990 International Reading Association conference in Atlanta where the major thrust was whole language. This contributed to the teachers' willingness and interest in developing a whole language based reading program.

The students spent little time in recreational reading due to overscheduling of music and sports lessons afterschool. Students in grades six, seven and eight were involved in athletics after school. Often, they didn't get home until after dark and were then expected to complete an hour and a half to two hours of homework. Therefore, there was little time for reading for pleasure. The younger students were exempt from such heavy loads of homework, their's ranging from twenty minutes in first grade up to fifty minutes in the fourth grade. Their schedules, however, were filled with dancing, piano, tennis and other lessons plus little league baseball, ice hockey, etc. This offered little time for development of reading for pleasure.

The highly structured curricular demands of academics, arts and athletics left little time for extra emphasis on comprehension. Further, the teachers' schedule was filled to capacity and this combined with the inherent difficulty of comprehension acquisition to make this an area that deserved attention.

Relationship of the Problem to the Literature

"Comprehension" seems central to the task of teaching reading but the definition of comprehension involves several complex cognitive activities. Two concepts seem to emerge, however: 1) There must be a certain "readiness" on the part of the would-be comprehender, and 2) There is an interactive dimension to comprehension which is active rather than passive and constructive rather than merely receptive. Anderson and Pearson (1984); Tierney (1990) and many others have written in terms of comprehension being an interaction of old knowledge with new information.

Further, Tierney and Cunningham (1984) have specified an array of complex behaviors and cognitive strategies underlying comprehension which include background knowledge, goal setting, identifying task demands, allocating attention, evaluating content, self-appraisal, self-correction, predicting,and self-questioning.

Another attempt at defining comprehension using the metaphor of neural control systems is given by Wittrock (1990). He describes cognitive neural systems as control systems that relate memory and/or events from one event to the other to provide meaning to what we learn.

Clearly, comprehension is a complex concept which encompasses many features. An orchestral metaphor found in Anderson, Hiebert, Scott and Wilkinson (1985) provides us with a clear understanding of the importance of comprehension:

> Reading can be compared to the performance of a symphony orchestra. This analogy illustrates three points. First, like the performance of a symphony, reading is a holistic act. In other words, while reading can be analyzed into subskills such as discriminating letters and identifying words, performing the subskills one at a time does not constitute reading. Reading can be said to take place only when the parts are put together in a smooth, integrated performance. Second, success in reading comes

> from practice over long periods of time, like skill in playing musical instruments. Indeed, it is a lifelong endeavor. Third, as with a musical score, there may be more than one interpretation of a text. The interpretation depends upon the background of the reader, the purpose for reading, and the context in which reading occurs (p. 7).

Finally, it must be concluded that although various writers put a different spin on the notion of comprehension, the acquisition, enrichment and practice of comprehension is the ultimate goal of reading programs. Geoffrion and Geoffrion (1983); Harste, Woodward and Burke (1984) all agree that the main focus of all reading instruction should be comprehension. Thus, there is a complex problem for a wide spectrum of investigators to continue to observe and analyze. If the simple word "read" cannot be interpreted without enhancement of meaning from contextual cues, then the task of analyzing a process so complex as "comprehension" seems formidable indeed to address.

Flood (1977) states that comprehension has been the most discussed and researched topic among professionals interested in the teaching of reading. Further, according to Cassidy (1984, p. v), "The essence of reading is comprehension - ascertaining meaning."

Somehow, the problem of emphasis must be addressed. The jury is in and the lack of emphasis on reading coupled with the lack of comprehension competencies are conspiring to reduce our children's level of literacy. Frank Smith, (1985); Newman (1984) and Newman and Church (1990) lay responsibility on the fact that children in the past were thought to be passive learners who acquired language skills merely through imitation.

Further evidence of an endemic erosion of competencies in comprehension mounts in the daily press and periodicals as well as scholarly journals. Research by Anderson, Armbruster, and Kantor (1980), among others, has shown that the effort to make textbooks "easy," by the use of only short words and sentences has eliminated connective language that promotes coherence. The current demands for tight control of readability

levels, the language of many basal reader stories has been simplified, resulting in, "colorless artificial prose" (Green-Morgan, 1984) when compared to the trade book stories on which they are based. Beck (1985); Beck and her colleagues (1987) have already shown that theoretically motivated changes in the teachers' manuals that accompany basal readers can significantly improve the teacher's effectiveness (Orsanu & Penney,1986).

Finally, the literature indicates that comprehension acquisition must be addressed by a fuller, more wholistic approach than the emphasis in this writer's setting with its possibly disproportionate emphasis on phonics. Researchers have suggested that a negative outcome of explicit phonics instruction is that children tend to focus more on the structure of the words they read than on the meaning they should acquire from the printed text.

The writer's emphasis in this practicum was, however, practical. The focus of this practicum was to increase our students' reading comprehension as reflected in elevated levels of performance on reading comprehension measures (described below). Further, the writer enlisted parental cooperation in keeping a log of their child's reading. Finally, the student's writing was evaluated by the writer using Ronald Cramer's model (1982) for evaluating children's writing.

Although evaluating such complex processes is difficult, there seems to be a parallel relationship between reading comprehension and facility in writing, success in one often indicating success in the other. Cramer (1982), in stating his reasons for developing his informal approaches to evaluating children's writing references a study by Shanahan, (1984) concerning the high degree of relationship between writing and reading skills and cites Bush & Huebner, (1970); Combs, (1977); Durkin, (1976) whose professional opinion, along with the experimental evidence of Hunt, (1970), and Stotsky, (1982); suggests that the mental and language processes involved in written production of materials are the same or very similar to those involved in comprehending written materials.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goal

The general goal of this practicum was to improve reading comprehension in third grade.

Behavioral Objectives

The behaviors expected at the end of this practicum were as follows:

1. Students will demonstrate improved reading comprehension.
2. Students will improve their level of reading activity.
3. Students will demonstrate improved writing proficiency.

Measurement of Objectives

Objective 1.

a. Of the fifty students participating in the practicum, twenty-five demonstrated improved reading comprehension by at least a five percent increase improved score on the Metropolitan Achievement Test, Sixth Edition (Mat6, 1986) subscale for reading comprehension pre- and post-test. The Mat6 was designed to measure the achievement of students in the major skill and content areas of the elementary school curriculum. The reading comprehension sub-scale is a 60 item measure built to assess instructional reading levels. It also provides an assessment of reading comprehension objectives grouped into three clusters. The three clusters are: literal comprehension, inferential comprehension and critical analysis. Conoley and Kramer (1989) describe the Mat series as having a long history as a well-developed achievement test and the Mat6 as

being appropriate for schools that emphasize basic skills. The review reports the evidence to support subtests normative interpretations to be stronger than the scores for content clusters. This practicum involved the use of the reading subtest and therefore the writer felt the instrument to be appropriate.

b. An increase in the mean score from the previous year's test data demonstrated improved reading comprehension on the reading subscale of the Comprehensive Testing Program (CTP, 1983) standardized test which the students took as part of their annual achievement test. Additionally, the second and third grade scores of the preceding year's class were also compared. The CTP is designed to measure the verbal and mathematical skills of students. It can be used for guidance counseling, the evaluation of student progress, and monitoring the effectiveness of instructional programs (Buros, 1968).

Objective 2.

Twenty-five of the students increased their level of reading activity from 300 pages per month to 375 pages of out-of-class reading per month as verified by a reading activity page number log kept by the parents and student and evaluated by the writer (Appendix B).

Objective 3.

Students in the practicum improved their writing skills as measured by the Ronald Cramer model (1982) for evaluating children's writing. Twenty-five of the students showed improvement in their writing by one level.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The central problem addressed in this practicum was the development of effective strategies to improve reading comprehension in third grade.

Reinking (1987) has written about the versatility of computers in improving comprehension. He asserts that rather than limiting young learners to drill and practice, the use of computers offers flexibility by tailoring material to differing readers and challenging them to active rather than passive roles.

Shostak (1983); Balajthy (1985) and Rost (1989) agree that computers may have the effect of freeing students from rote tasks so they may apply more time to higher level skills. These authors contend that computers in the curriculum allow the student to develop higher order thinking skills and release them from the more mundane formulaic approach to problem solving. In recent years, psychologists and psycholinguists have increasingly concluded that reading comprehension is mainly problem solving.

The intrinsic novelty factor of the computer is obvious as Adams (1986) says that many children who refuse to learn to read in traditional ways are learning to read by using the computer. Sentence Fun (Optimum Resource), an example of a computer program with this novelty factor was used in this practicum. Two or three students worked together to come up with a funny story as the program had the student select different parts of speech from a choice of four. After all the choices were selected, the story was put together for the students to read.

Some researchers, including Moxley (1984), report the use of computerized spelling checkers and text editors as ways of enhancing comprehension. This writer recognized the value of these tools and was open to their use, however the wordprocessing program used (Magic Slate) does not include a spellchecker. It would have provided

tremendous assistance to these beginning typists.

Another solution offered by the literature is the combination of educational television with computers to enhance comprehension skills (Mason, 1986). The lack of available television equipment coupled with an administrative philosophy which discourages television in the classroom made this solution impractical in the writer's setting.

Finally, a balanced view of the literature must include those who voice some concern about the use of computers. This writer found that some researchers are skeptical about the value of the computer's use in the classroom. Sloan (1984), and Smith, F. (1985) suggest a more critical look at the advantages offered by the use of the computer.

Strickland, et al. (1987) have written of the facilitative advantage offered by computers and the powerful motivating force it can be:

> Computers, we are told, can help individualize instruction, maximize children's attention, present material in new ways, provide immediate feedback, be infinitely patient, keep records of progress, and help free the teacher for other instructional duties in schools everywhere, teachers are learning that computers in the teaching of reading can offer many instructional advantages (p.1).

Description of Selected Solution

The solution strategy for this practicum was to offer whole language experiences combined with the use of the computer. This was offered in addition to the regular third grade curriculum. The literature does not assert that computer usage is a sufficient condition for increased reading comprehension, but clearly, it does suggest that the computer can be used to increase reading comprehension.

> Notwithstanding "the Great Debate between devotees of CAI (Computer Assisted Instruction) and devotees of CAT (Computers

> as Tools)" (Beazley, 1989, p. 598), the real issue for reading professionals is identifying software with a theoretical premise that reading and writing are integral parts of natural language functioning. Students have opportunities to read and/or write whole texts as they develop skills in, for example, sequencing and identifying details. Much of this software, usually written by educators who appreciate students' use of language, has translated sound theoretical models and techniques into computer-related practices like semantic mapping, language experience approaches, and Directed Reading-Thinking Activities. In other words, the computer is not an embellished drill sheet that is tacked onto a lesson; rather, the software embodies the goals of instructions (Wepner, 1990, p.15).

The main vehicle used in this endeavor was the Junior Great Books (1984) using questions of fact, interpretation and evaluation . The central purpose of Junior Great Books, discussion focused on interpretive questions, lent enjoyment and excitement to the experience of reading good literature.

This practicum addressed the task of improving reading comprehension by using instruction in writing. The two activities are interdependent and increases in writing proficiency often indicate competencies in reading comprehension. In this practicum the students were given many opportunities for writing: journals, letters, poetry, stories, and books, to name a few. "Children should spend more time writing. Opportunities to write more than a sentence or two are infrequent in most American elementary school classrooms. As well as being valuable in its own right, writing promotes ability in reading" (Anderson, et al. 1985, p. 119).

The writer's concept of whole language involves learning that is multi-leveled, multi-modalitied and multi-faceted. This approach includes building on present knowledge from many directions. It is taking different aspects of the curriculum and integrating them, therefore providing learning to take place in a variety of ways. This approach makes learning interesting and can be exciting. "Writing experts have found that if you explore your thoughts and feelings about new information in writing, it helps you make it part of your own thinking which in turn helps you learn it." (Write Source, 1990, 008). The students were introduced to Van Gogh through a study of his art and life. They imitated his art in art class and selected a character from his life to write a letter to in the guise of another character . Some of the art was exceptional. There were many excellent expressions of sincere feelings expressed in a poignant way.

During the Persian Gulf build -up and subsequent war, the students wrote letters to local servicemen. When they returned home, one visited the school wearing full camouflage attire. He had the students spellbound as he told them of his experiences.

Other whole language activities included making a book by covering cardboard with wallpaper. This was used as a special place to write the final draft of Haiku and a letter to Mom. The book made a fine Mother's Day gift.

In the past, the focus in the literature seemed to be a clear distancing of writing and reading taught as discrete units. The more recent trend seen in writers such as Zinsser (1988), Graves (1983), and Wiener (1990) is to encourage a writing/reading connection. This practicum provided many avenues for the students to see the connection between writing and reading.

Developing writing as well as reading comprehension was further enhanced by encouraging the students in their independent reading. Anderson (1985), among many others notes the need to increase independent reading. This practicum addressed that need by encouraging the student to increase the amount of time spent in independent reading. Parents were included in this important facet of the practicum (Appendix C, letter

to parents). They were once again involved when each student made a contract stating his goal for the last reading log. The student met with the writer and set a goal for the number of pages to read after looking at a table of the number of pages read with the preceding logs (Appendix D).

The Junior Great Books discussions were used to spinoff student writings. When discussing "The Velveteen Rabbit," the students became excited about telling of similar experiences with stuffed animals or favorite objects that were dear to them when they were very young. This discussion evolved to an obvious desire on the part of the students to share some of these loved objects. Time was allowed for the students to show and tell about their special blanket, animal, doll or other artifact. The students proudly displayed their version of the velveteen rabbit, all showing the wear and tear of much love and handling. After this verbal show and tell, the writer suggested that the students write about their object.

Another writing experience that grew out of the Junior Great Books (or "Junior Greats" as they named them) was "Ellen's Lion." Ellen has confidence to walk down a dark hallway to the bathroom as long as she is holding the lion. She talks with the lion and it provides comfort at other times. The students decided this story was similar to "The Brave Little Tailor," "The Monster Who Grew Small," and "The Ugly Duckling" as well as, "The Fire on the Mountain," in that the perception of confidence is often the key to accomplishing a task or realizing a goal.

The traditional approach of students spending a large portion of their school day working on comprehension through the use of dittos or workbook pages has come under fire from many directions, whereas the advantages gained by more active student /teacher interaction are suggested throughout the literature (Jachym, Allington, Broikou, 1989) .

In this same vein, understanding different text structures has been found to enhance comprehension (Raphael & Englert, (1990); Armbruster & Anderson (1987); and Taylor (1984). This, however, was not a major focus of this practicum although the writer saw

that it could possibly be an outgrowth of the whole language activities that were used. Proponents of whole language, Reutzel and Cooter (1990); Strickland and Morrow (1990); and Lamme (1989) encourage the use of good literature and students-as-authors give students practice in thinking about the audience they are writing for. From this a clearer understanding of different kinds of text can develop. Selections from the Junior Great Books series (1984) provided opportunities to look at different versions of the same story. "The Master Cat" was recognized as "Puss N Boots" and the writer read and discussed with the class, differing versions of "Beauty and the Beast." Opportunities were provided for the students to hear several of the stories told by expert story tellers. Interest and enthusiasm from the students was tremendous (see chapter 5).

The literature does contain caveats against an insensitive, overly mechanistic use of computers, but even these writers don't take the extreme position of eschewing computers altogether. After all, drill and practice can be overemphasized even in a "pencil and paper" classroom. Conversely, computers, for all their seeming mechanicalness, can offer enrichment in comprehension, writing and problem solving. Drill and practice was mainly limited to keyboarding skills using The Friendly Computer (Minnesota Educational Computer Consortium) and Communikeys (MECC). Zebug, B Box and Skratchpad were favorite activities from these programs (see chapter 5). The view of increasing comprehension through the use of computers as tools which can facilitate reader-writer interactions is encouraged by others (Mosenthal, 1987); Smith, N. (1985) and Heffron (1986).

The goal for educators is to use the reading classroom computer as a tool for enrichment, not routinization. The computer should be a platform, not a boundary.

Report of Action Taken

This writer thought the combination of a whole language based program of reading comprehension and writing using the computer might work to solve the problem. Additionally, the students benefited by actually doing more reading. The writer provided time over a period of eight months for students in grade three to work on computers using strategies to improve their reading comprehension. The writer believed it would work because of the strong support provided by the literature.

Two periods a week (forty-five minutes per period) with each of the two third grade classes were scheduled. One class period was devoted to lab experiences and the other was used in whole language activities. Twelve weeks were spent in a discussion group setting away from and in the regular classroom. The Junior Great Books (1984) were used for the assigned reading and group discussion.

One story in the Great Books selection was "The Velveteen Rabbit". The students were asked to write a summary of the story and during their group discussion time took turns reading their summary. After discussing the questions they authored concerning the Velveteen Rabbit, the writer asked how many of the students had their own version of a velveteen rabbit. The response was so enthusiastic that the writer decided to have the students write about this special attachment and bring it to school for the following class. Fifteen of the twenty-five students brought their ragged blanket, torn and frayed stuffed animals and even a mechanical dinosaur. They stood in front of the class and read their written description of their treasure.

The first few weeks in the computer lab were spent helping the students familiarize themselves with the computer. The Friendly Computer, a Minnesota Educational Computer Consortium (MECC) program, was used to introduce the students to the parts of the computer, the language and the methods for starting up a program.

Pre-and post-testing using the reading comprehension subscale of the Mat6 was accomplished in the first and seventh month. Instructional, independent and frustration

reading levels were derived from this testing for each student (see form, Appendix E).

Keyboarding skills were the main focus of the lab experience for the first half of the practicum. A desk copy of the keyboard along with a finger diagram was furnished for each student. A folder with pockets was provided to assist the student in keeping his writing, data disk and later the directions for the Magic Slate wordprocessing program.

A reading attitude survey was given mid-way into the practicum using Cronbach's (1990) Elementary Reading Attitude Survey . The collective results were shared with the group (see chapter 5).

Editing became a focus of the final few weeks of the practicum and the parents were again included when they were provided with Wiener 's (1990) excellent blueprint for parents to help their child with writing. This five page article also suggests proof-reading techniques which were demonstrated with the students and used as they edited their own work and the work of their classmates. The results of these combined efforts can be seen in the students' writing (Appendix F).

CHAPTER V

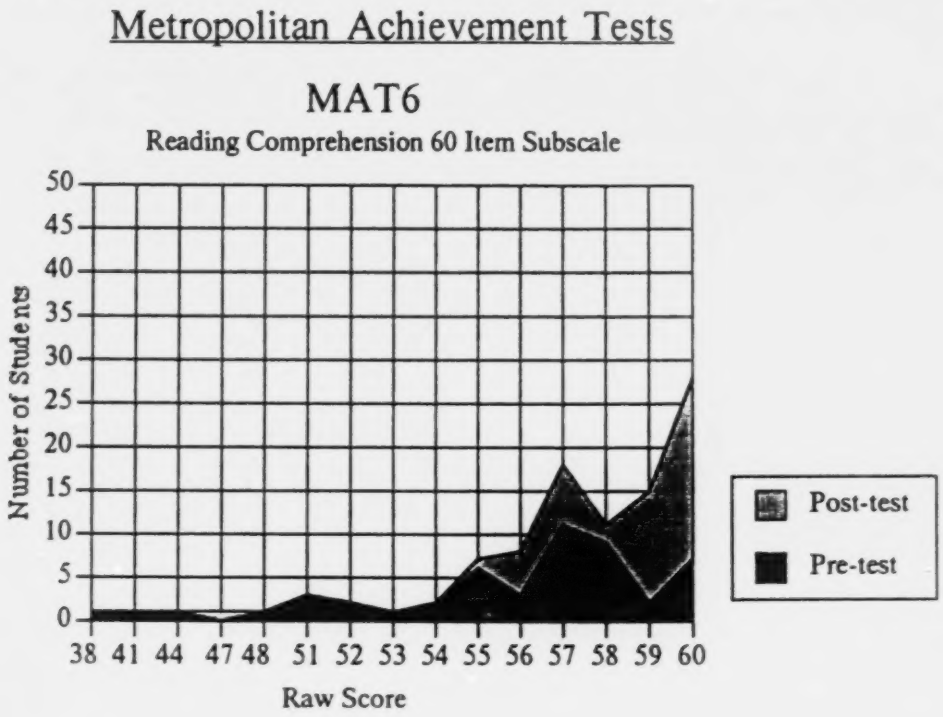
RESULTS, CONCLUSIONS, RECOMMENDATIONS AND DISSEMINATION

Results

The general goal of this practicum to improve reading comprehension in third grade was accomplished.

Objective one, demonstration of improved reading comprehension was measured by student performance on pre- and post-tests of a 60 item reading subscale of the Mat 6 achievement test (see Graph #1).

Graph 1



The graph shows significant improvement made by the students from the pre-to the post -test with all but one student missing only five or fewer of the 60 items. The lowest post-test score was 47, a nine point increase from the lowest pre-test score of 38.

Accomplishment of objective one was also demonstrated by an improved mean score from the previous year's test data on the reading subscale of the Comprehensive Testing Program (1983) standardized test which the students took as part of their annual achievement test. The class preceding the subject group was used as the control group (see table 1).

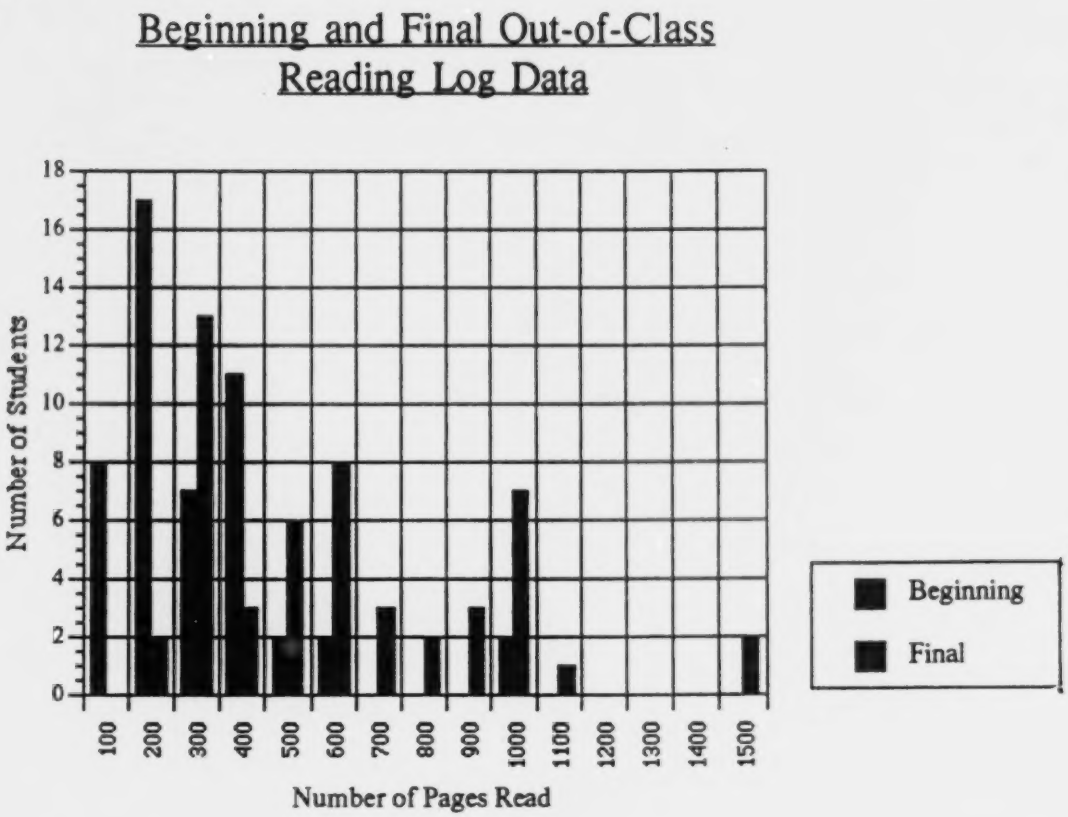
Table 1

CTP MEAN SCORES

Group	Grade 2	Grade 3
Subject	322.6	327.2
Control	321.1	322.2

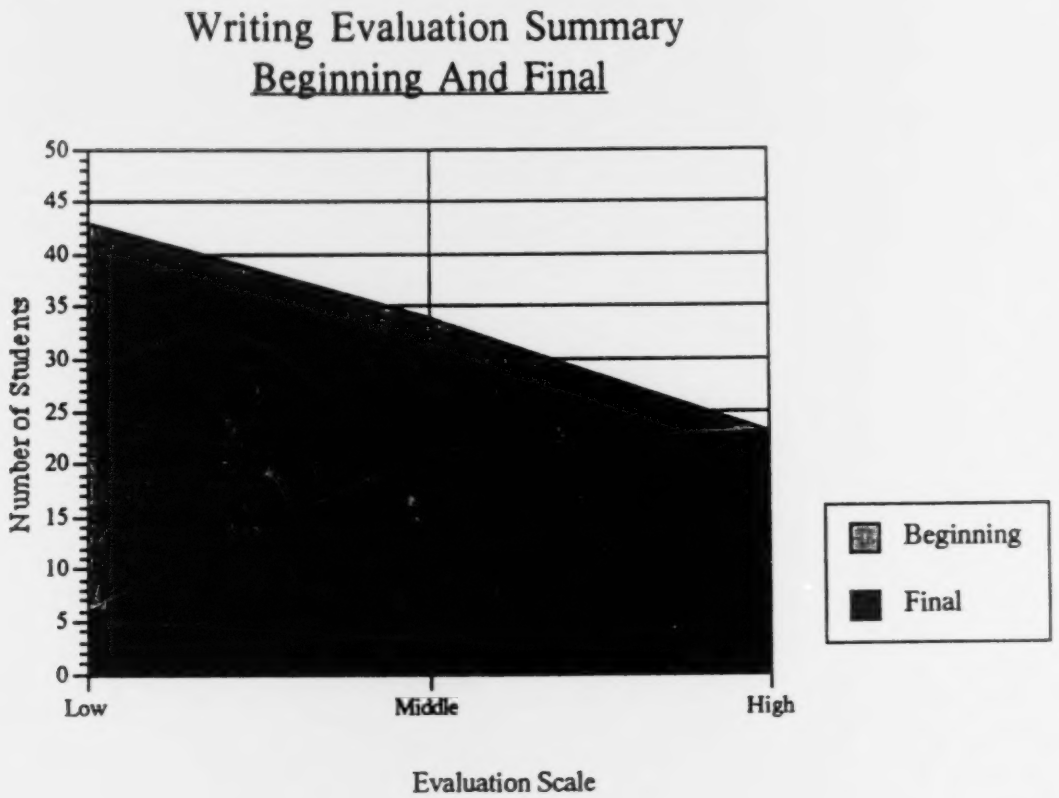
Both groups demonstrated an expected improvement, with the control group score increasing by 1.1 and the subject group score increasing by 4.6. The difference is 3.5 .

Graph 2



Accomplishment of behavioral objective two, increased level of reading activity by at least twenty-five students from 300 pages per month to 375 pages was met. The writer's goal of 375 pages was actually accomplished by 40 of the students; 34 of the students reached the goal and read beyond the goal and ten of the students read a thousand or more pages. The data came from logs kept by the students, validated by the parents and is shown in graph #2.

Graph 3

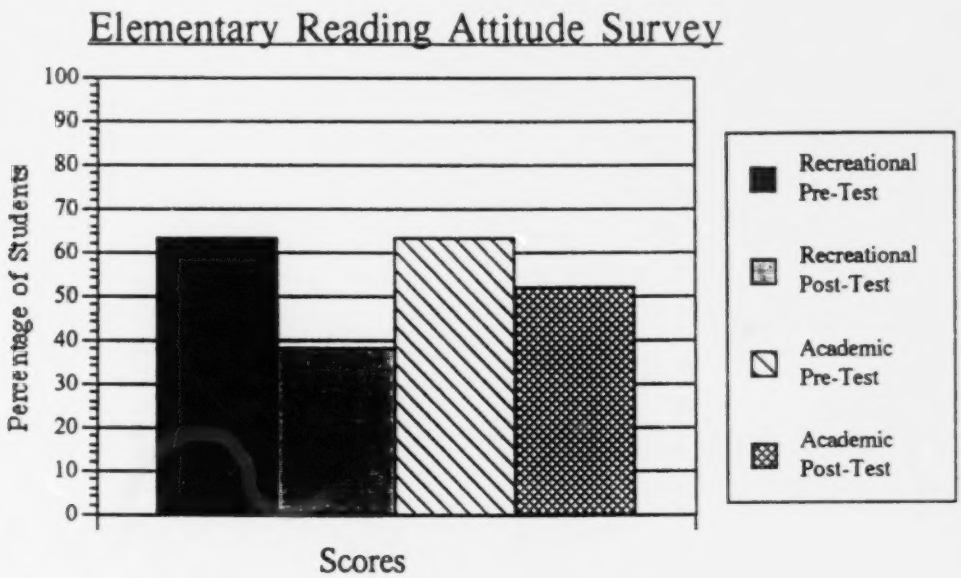


Objective 3, twenty-five of the fifty students will show improvement in their writing by one level as measured by Ronald Cramer's (1982) informal holistic approach to evaluating children's writing on a low, middle and high scale. The data was complied from samples of each student's writing, evaluated by the writer with confirmation from the student's teacher (see graph #3).

Early in the practicum, as part of the on-going process of reviewing the literature, the writer discovered an attitude survey and was curious to find whether or not it would measure the attitude of the student toward the experience in this learning situation. The survey was taken by the students early in the practicum and again at the end. It was a

surprise to see the score meant by the author to indicate positive attitude drop significantly. More important in the writer's view is the agreement in percentage of the sameness of attitude toward recreational and academic in the first survey. This information agrees with the teachers' and the writer's perception that the students generally are equally positive about academic reading experiences as well as recreational reading. The results of the pre- and post-survey are shown in graph # 4.

Graph 4



Anecdotal evidence contradicts these results. The writer contends improved attitude as evidenced by the following:

1. More reading than required - in some cases four and five times more.
2. Parent's reports in verbal and written comments about their students improved enthusiasm for reading.
3. Writer's observations - i.e. question #18 is "How do you feel when you read out loud in class? Without exception, when the opportunity arose for a student to read out loud, almost every student would raise their hand and

wave it often accompanying the motion with some exclamation of desire to be the one to read. During the eight months the writer was often impressed with the satisfaction the students evidenced in the opportunities given them to read aloud. During the wrap-up discussion of the results of the survey when this point was discussed with the students, they and their teacher agreed that this particular result did not reflect their true attitude. They suggested that they would have liked a response that meant the same as "undecided" or " didn't know." This leads to the writer's next reason for discounting the negative results of the attitude survey.

4. The survey's four point scale requires the student to react positively or negatively to each of the 20 responses. Young children often feel more comfortable when given a choice of indicating they are unsure of how they feel. This may also be the reason the author of the survey chose to omit this response.
5. The writer realizes the possibility that the students could have been more intimidated in the fall or even that the novelty factor of the survey may have been more intriguing because of it's unfamiliarity and the reverse could have played a part in the results of the spring survey.
6. And finally the data may show more honest response to content as well as to the students' perception of Garfield as juvenile.

Conclusions

In conclusion, this practicum project supports the notion that whole language activities and the use of the computer did improve reading comprehension. The writer is pleased with the results of the practicum. One proof of the success of this practicum is shown by the expressed desire of the two classroom teachers to have the computer experience made a part of their regular third grade curriculum.

The general goal of this practicum was to improve reading comprehension in third grade and this goal was met in light of the measured results of three operationally defined behavioral objectives.

The first goal specified an improvement in reading comprehension. The accomplishment of this goal was documented by the elevated performance scores of students on the MAT6.

The second goal of increased reading activity was not only met but handily surpassed as evidenced by the log of student reading activity. In many instances, the criterion goal was not only met, it was doubled or even trebled and many parents were enthusiastic about the results.

The third goal of improved writing proficiency was demonstrated by the data from the Cramer evaluation as well as much anecdotal input from teachers, students and parents.

The results of the attitude survey were less positive but the impact of these data is perhaps attenuated by issues already discussed in the results section. The conclusions of this practicum point less to an ending than to a beginning and a paradigm for future endeavors is perhaps best stated by Robert J. Tierney (1990).

> For researchers and others who enjoy looking into the windows of the reader's mind, I hope our explorations have just begun and that our awe for what reader's do remains in tact. Above all, I see reading as a place where readers discover and reflect upon themselves - who they are and what matters.....A reader's journey through text is likely to be full of images, tensions, anticipations, reactions, identifications, empathies, appreciations, delights, satisfactions, and reflections. Unmistakably, these journeys are quite personal and uncommon, but at the same time, they are collaborative and shared. Above all, they are full of potential for discovering self (p.41).

Recommendations

The writer recommends that whole language activities and the use of the computer be added to the third grade curriculum in this school setting. And secondly, the teachers should be provided the necessary training and equipment needed to accomplish this recommendation.

Dissemination

Representatives of three local universities who have professional relationship with the writer, two fellow Nova cluster colleagues, two state department of education consultants and one public school supervisor of curriculum development have requested copies for their files.

References

Adams, D. (1986). Interactive children's literature: Moving from print to electronic literacy. Reading Horizons 26 (4), 247-251.

Allington, R. (1980). Poor readers don't get to read much. Language Arts 57, 872-876.

Anderson, M. (1988). Partnerships: Developing teamwork at the computer. Arlington, Virginia: MAJO Press.

Anderson, R. & Pearson, P. (1984). A schema-theoretic view of basic processes in reading comprehension. In P.D. Pearson (Ed.) Handbook of reading research New York: Longman.

Anderson, R., Hibert, E., Scott, J. & Wilkinson, I. (1984). Becoming a nation of readers. Washington: U.S. Department of Education. The National Institute of Education.

Anderson, T. & Armbruster, B. (1986). Readable textbooks, or selecting a textbook is not like buying a pair of shoes. In J. Orasanu (Ed.), Reading comprehension from research to practice. (pp.151-170) . Hillsdale, New Jersey: Lawrence Erlbaum .

Anderson, T., Armbruster, D. & Kantor, R. (1980). How clearly written are children's textbooks? Or, of bladderworts and alfa . (Reading Education Rep. No. 16) Urbana University of Illinois, Center for the Study of Reading. (ERIC Document Reproduction Service No. ED 192 275. Armbruster, B. & Anderson, T. (1982). Idea-mapping: The technique and its use in the classroom, or simulating the "ups" and "downs" of reading comprehension. (Reading Education Rep. No. 36). Urbana: University of Illinois, Center for the Study of Reading.

Balajthy, E. (1985). Artificial intelligence and the teaching of reading and writing by computers. Journal of Reading, 29, 23-32.

Beck, I. (1985). Comprehension instruction in the primary grades. In J. Osborn, P. Wilson, & R. C. Anderson (Eds.). Reading education: Foundations for a literate America. Lexington, MA: Lexington Books.

Beck, I. & McKeown, M. (1987) Instructional research in reading: A retrospective. In J. Orasanu (Ed.), Reading comprehension from research to practice. (pp.113-134). Hillsdale, New Jersey: Lawrence Erlbaum Associates.

Bush, C. & Huebner, M. (1970). Strategies of reading in the elementary school. New York: Macmillan.

Buros, O. (1968). Comprehensive Testing Program. Reading Tests and Reviews. 869. Lincoln: Buros Institute Of Mental Measurements.

Cassidy, J.(1984). Foreword. In J. Flood (Ed.). Understanding reading comprehension (pp. v-vi). Newark, Delaware: International Reading Association.

Conoley, J. & Kramer, J. (Eds.). (1989). Metropolitan Achievement Test, Sixth Edition. The Tenth Mental Measurements Yearbook. Lincoln: Buros Institute of Mental Measurements.

Combs, W. (1977). Sentence combining practice aids reading comprehension. Journal of reading, 21, 18-24.

Comprehensive Testing Program. (1983). Educational Records Bureau. Princeton, New Jersey: Educational Testing Service.

Cramer, R. (1982). Informal approaches to evaluating children's writing. In J. Pikulski & T. Shanahan (Eds.). Approaches to the informal evaluation of reading. (pp. 80-93) Newark, Delaware: International Reading Association.

Cronbach, L. (1990). Elementary reading attitude survey. The Reading Teacher, 43, 630-639.

Durkin, D. (1976). Teaching young children to read. Boston: Allyn & Bacon.

Durkin, D. (1981). What is the value of the new interest in reading comprehension? Language Arts, 58, 23-43.

Eldredge, J., Quinn, B. & Butterfield, D. (1990). Causal relationships between phonics, reading comprehension, and vocabulary achievement in the second grade. The Journal of Educational Research, 83, 201-214.

Farris, P. (1989). From basal reader to whole language: Transition tactics. Reading Horizons, 30 (1), 23-29.

Flood, J. (1977). Parental styles in reading episodes with young children. The Reading Teacher, 30, 864-867.

Geoffrion, L. & Geoffrion, O. (1983). Computers and reading instruction. Reading, Massachusetts: Addison-Wesley.

Green-Morgan, G. (1984). On the appropriateness of adaptation in primary-level basal readers: Reaction to remarks by Bertram Bruce. In R. C. Anderson, J. Osborn & R. J. Tierney, (Eds.) Learning to read in American schools: Basal readers and content texts. Hillsdale, New Jersey : Lawrence Erlbaum Associates.

Hanna, P, Hodges, R. & Hanna, J. (1982). The alphabetic base of spelling. In Spelling: Basic skills for effective communication, Zaner-Bloser.

Harste, J., Woodward, V. & Burke, C. (1984). Language stories and literacy lessons. Portsmouth, New Hampshire: Heinemann.

Heffron, K. (1986). Literacy with the computer. The Reading Teacher, 39, 152-155.

Hennings, D. and Grant, B. (1981). Written expression in the language arts: Ideas and Skills. New York: Teachers College Press.

Hunt, K. W. (1970) Syntactic maturity in school children and adults. Chicago Society for Research in Child Development, University of Chicago Press.

Jachym, N., Allington, R. & Broikou, R. (1989). Estimating the cost of seatwork. The Reading Teacher, 43, 30-35.

Junior Great Books (1984). Series 2 and 3. Chicago: The Great Books Foundation.

Lamme, L. (1989,Winter). Illustratorship: A key facet of whole language instruction. Childhood Education, p.83-86.

Lehr, S. (1990). Reading, writing, speaking, and listening: creating whole language classroom contests for learners: An overview. In R.W. Blake (Ed.), whole language.(pp. 1-16). Schenectady, New York: The New York State English Council.

Magic Slate. (1984). Pleasantville, New York: Sunburst Communications, Inc.

Mason, G. (1986). ETV plus computer practice: A neat combination. The Reading Teacher, 39, 874-876.

Metropolitan Achievement Tests, Prescott, G.; Balow, I.; Hogan, T. & Farr, R. (1986). The Psychological Corporation. Princeton, New Jersey: Harcourt Brace Jovanovich.

Mosenthal, P. (1987). Meaning in the storage-and-conduit metaphor of reading. The Reading Teacher, 40, 340-342.

Mosenthal, P. (1988). Reconceptualizing reading in the information age. The Reading Teacher, 41, 582-584.

Moxley, R. (1984, May). Writing and reading programs for Logo. Paper presented at the International Reading Association Convention, Atlanta, Georgia..

Newman, J. (1984, May). What are we trying to teach? Paper presented at the colloquium for Canadian research in reading and language arts, Lethbridge, Alberta.

Newman, J. & Church, S. (1990). Myths of whole language. The Reading Teacher, 44, 20-26.

Orasanu, J. and Penney, M. (1986). Introduction: Comprehension theory and how it grew. In J. Orasanu (Ed.), Reading comprehension from research to practice (pp.1-9). Hillsdale, New Jersey: Lawrence Erlbaum.

Reinking, D.(1987). Computers, reading, and a new technology of print. In D. Reinking (Ed.). Reading and computers pp. 3-23, New York: Teachers College Press.

Raphael, T. & Englert, C. (1990). Writing and reading: Partners in constructing meaning. The Reading Teacher, 43, 388-400.

Reinking (Ed.), (1987). Reading and computers (pp. 3-23) New York: Teachers College Press.

Reutzel, D. & Cooter, R. (1990). Whole language: Comparative effects on first-grade reading achievement. The Journal of Educational Research, 83 (5) 252-257.

Rost, D. (1989). Reading comprehension: Skill or skills? Journal of Research in Reading, 12 (2) 87-113.

Rust, K. (1986). The missing key for writing. The Reading Teacher, 39, 610-612.

Shanahan, T. (1984). Nature of the reading-writing relation: An explanatory multivariate analysis. Journal of Educational Psychology, 76, 466-477.

Sloan, D. (1984). On raising critical questions about the computer in education. Teachers College Record, 85 (4) 539-547.

Shostak, R. (1983). Computers in the teaching of English. In M.T. Grady & J. D. Gawronski (Eds.), Computers in curriculum and instruction. (pp 127-131). Alexandria, Virginia: Association for Supervision and Curriculum Development.

Smith, F. (1985). Reading. Cambridge: Cambridge University Press.

Smith, N. (1985). The word processing approach to language experience. The Reading Teacher, 38, 556-559.

Stotsky, S. (1982). The role of writing in developmental reading. Journal of Reading, 25, 330-340.

Strickland, D., Feeley, J., & Wepner, S. (1987). Using computers in the teaching of reading. New York: Teachers College Press.

Strickland, D. & Morrow, L. (1990). Integrating the emergent literacy curriculum with themes. The Reading Teacher, 43, 604-605.

Scott, D.H. (1989). Secrets of successful writing. San Francisco: Reference Software International.

Strunk, W., Jr. & White, E.B. (1979). The Elements of Style. New York: Macmillan.

The Friendly Computer. (1985). St. Paul: Minnesota Educational Computing Corporation.

Taylor, R. (Ed.) (1980). The computer in the school: Tutor, tool, tutee. New York: Teachers College Press.

Tierney, R. (1990). Redefining reading comprehension. Educational Leadership 47 (6), 37-42.

Tierney, R. & Cunningham, J. (1984). Research on teaching reading comprehension. In P.D. Pearson (Ed.) Handbook of Reading Research. New York: Longman.

Wiener. H. (1990). Any Child Can Write. New York: Bantam.

Wepner, S. (1990). Holistic computer applications in literature-based classrooms. The Reading Teacher, 44, 12-19.

Wittrock, M. (1990). Generative processes of comprehension. Educational Psychologist, 24 (4) 345-376.

Write Source 2000. (1990). Burlington, Wisconsin: Write Source Educational Publishing House.

Zinsser, W. (1988). Writing to Learn. New York: Harper & Row.

APPENDIX A

READING/LANGUAGE ARTS GOALS
BY GRADE LEVEL
MAY 10, 1989

Reading/Language Arts
Goals by Grade Level
May 10, 1989

Pre-First

1. Learn to read at a beginning reading level.
2. Be able to answer critical thinking.
3. Instill a desire to read through literature.

First Grade

1. Continuation of phonetic skills.
2. Comprehension skills.
3. Encourage a love of reading.

Second Grade

1. Oral reading with confidence and expression.
2. Comprehension
   a. making inferences
   b. predicting outcomes
   c. reading for detail
3. Increase love of reading.

Third Grade

1. To further develop critical thinking.
2. To gain knowledge.
3. To foster enjoyment and appreciation for the written word.

Fourth Grade

1. Strategies for content reading.
2. To communicate comprehension through writing.
3. Continue developing a love of reading.

APPENDIX B

READING LOG FORM

READING LOG REPORT

_____ _____

Student's Name Date

_____

Teacher

Log*1 Log*2 Log*3 Log*4 Log*5 Log*6 Log*7

My goal for the last reading log report is _____

_____

Student

_____

Parent

APPENDIX C

WRITER'S LETTER TO PARENTS CONCERNING JUNIOR GREAT BOOKS

January 23, 1991

Dear Parents:

I would like your help in making your child's Junior Great Books experience happy and enriching. One way is by reading the stories aloud to your child. Their assignment will be on a Monday or Tuesday night for most weeks between now and the end of the school year.

Children in the early grades who hear a story read usually understand it better and are more confident about sharing their ideas. Hearing stories also develops their enthusiasm for reading and gives practice in listening, a skill that is essential for good discussion. If your child follows along in the text while you are reading, his or her decoding skills also improve. Even children who read well benefit from hearing a story, because listening develops sensitivity to language and frees them to concentrate on meaning.

Your child will also have practice in keyboarding skills on the computer along with other fun computer activities including typing his or her own writings.

I appreciate your continued support and the opportunity to work with your child.

Sincerely,

Patricia B. Wyatt

Patricia B. Wyatt

APPENDIX D

STUDENT'S READING GOAL FORM

My Reading Goal

Is

_____

I have read

_____

I need to read

_____

more.

APPENDIX E

READING LEVELS FORM

Metropolitan Achievement Tests

MAT6

Reading Comprehension 60 Item Subscale

_____
Student

1990-91 School Year
3rd Grade

RAW SCORES:	READING LEVEL		
	Instructional	Independent	Frustration
(Fall)_____			
(Spring)_____			

_____
Patricia B. Wyatt, Test Administrator

APPENDIX F

MAGIC SLATE WORDPROCESSING EXAMPLES

JETS

This book tells you how jets take off. It also tells you how the pilot flys the jet. It tells that a jet has to be going at a very fast speed to take off. This book tells about the difference between fighter jets and regular airplanes. It tells how some fighter jets have wings that come in to make the jet go faster. It tells what happens when a plane crashes in the ocean. It also tells you how there are different engines for different speeds. As you can see, this is a very good book.

John Peek

6/23/91

This tree is brired.

This tree is getting tired.

This tree is filled with bees.

This tree is beging to weeze.

This tree is ten years old.

This tree is catching a cold.

This tree is..Achooo!

MCS
5/8/91

MONSTERS at FIGHT

One stormy night
There were monsters at fight

Men were running
armies were gunning
and everything was fun (for the
monsters of course)

Battles had started
people had darted
but nothing could stop the monsters
of course.

Finally at dawn the monsters started to
yawn
and things became normal again.

Back in town
people gathered around
and said"this isn't fair for the people
of course".

The village was once again quiet
They had lived through the riot.

THE END

Stephen Maggart
5/21/91

ODD 'N' EVEN JOBS

JOHN STRINGHAM
385-0255

REASONABLE PRICES

WILL DO:

YARD WORK
(NO LAWN MOWING)
CAR WASHES
AND LOTS MORE!!